

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Carla R Parks

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Parkview Elementary School

(As it should appear in the official records)

School Mailing Address 5660 Parkforest Drive

(If address is P.O. Box, also include street address.)

City Baton Rouge State LA Zip Code+4 (9 digits total) 70816-6106

County East Baton Rouge Parish State School Code Number\* 017072

Telephone 225-753-5615 Fax 225-751-6546

Web site/URL https://www.ebrschools.org/ E-mail cbarrow@ebrschools.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Bernard Taylor, Jr. E-mail: BernardTaylor@ebrschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Baton Rouge Parish School System Tel. 225-922-5400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. David Tatman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 52 Elementary schools (includes K-8)
  - 15 Middle/Junior high schools
  - 15 High schools
  - 0 K-12 schools
- 82 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	32	21	53
K	61	56	117
1	64	53	117
2	51	46	97
3	41	40	81
4	41	47	88
5	42	39	81
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	332	302	634

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 11 % Asian
  - 54 % Black or African American
  - 0 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 34 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 18%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	49
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	67
(3) Total of all transferred students [sum of rows (1) and (2)]	116
(4) Total number of students in the school as of October 1	634
(5) Total transferred students in row (3) divided by total students in row (4)	0.183
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 10 %  
68 Total number ELL  
 Number of non-English languages represented: 11  
 Specify non-English languages: Albanian, Arabic, Chinese, Gujarati, Hindi, Kannada, Portuguese, Spanish, Tamil, Telugu, Vietnamese
8. Students eligible for free/reduced-priced meals: 62 %  
 Total number students who qualify: 426

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %  
45 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>72</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## PART III – SUMMARY

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If the walls could talk... this is what we would hear them say as we enter Parkview Elementary's campus, "The sights and sounds of learning are everywhere. Students are actively engaged in the learning process. The teachers are passionate about educating students. Whether it's the visual art representing rotational symmetry, recycled 3D machines, comparison essays or raps about the Bill of Rights and rock cycle, rigorous and relevant education permeates the campus".

Parkview Elementary continually evolves to meet the needs of its changing population. When the school opened in 1974 and for many years after, the school educated predominantly neighborhood and in-boundary residents. In recent years, the school's demographics have changed and the school successfully meets the additional needs of Exceptional Students, Gifted, Talented, and Choice students. The school has changed from serving predominantly white economically stable families to serving a more diversified population. Many families now travel from surrounding areas in the parish, clamoring to attend the school, because of the school's stellar reputation for providing a superior educational experience. The school is located in Louisiana's capitol of Baton Rouge, home to such traditions as Tailgating on the Bluff, Tigerland, Mardi Gras, and Festival of the Bonfires. Not to be outdone, Parkview has created traditions of its own such as the annual Panther Prowl Walk-a-thon, O 'LEAP' ics, Mother Goose Day, SuperBowl, Greek and Roman Day, Wax Museum, and 4th Grade Friends and Family Art Gallery.

Parkview Elementary School is an "A" rated school recognized by the Louisiana Department of Education for Academic Excellence as a School of Exemplary Growth and Top Gains in 2001, 2004, 2005, 2006, 2009, 2010, 2011, 2012, and 2013. Parkview is a Title I school and A No Child Left Behind School of Choice for students in academically unacceptable schools. The school serves the neighborhood community, a near-by low-income apartment housing complex, identified gifted/talented students, and students whose parents select for them to attend Parkview from throughout the district.

The vision and mission of Parkview Elementary is to be a community of students, parents, faculty, and staff committed to achieve academically while enhancing social skills in a safe and orderly environment. Parkview's faculty strives to develop the whole child in order to inspire a lifelong quest for knowledge. The school holds firm to the fact that all children can achieve their maximum potential if they receive quality and engaging instruction that is rigorous in an environment that fosters student achievement.

Parkview educates a very diverse population of students. The demographic composition is as follows: Sixty-two percent of families living in poverty (as determined by children receiving free or reduced lunch); 53% African American; 34% White; 11% Asian; .15 % American Indian; and .88% Native Hawaiian or Other Pacific Islander.

Parkview's success comes from overcoming the challenge of meeting the needs of every student despite diverse academic, socioeconomic, and oral language levels. Student performance on the Spring 2013 integrated Louisiana Educational Assessment Program (iLEAP) for students in grades 3 & 5, and the Louisiana Educational Assessment Program (LEAP) for students in grade 4 confirms success. The English Language Arts proficiency levels for Spring 2013 were 89% in 3rd grade, 83% in 4th grade, and 93% in 5th grade. Math proficiency levels were 91% in 3rd grade, 89% in 4th, and 93% in 5th grade. Science proficiency levels were 87% in 3rd grade, 82% in 4th grade, and 93% in 5th grade. Social Studies proficiency levels were 90% in 3rd grade, 83% in 4th grade, and 95% in 5th grade.

All teachers meet highly qualified criteria. three teachers have received National Board Certification and twenty-two teachers have earned advanced degrees. Parkview's teachers and staff are dedicated to each and every student who walks through the school building. The question is never if the child can learn, but what needs to be done to help every child achieve academic, talent, and social success.

Parkview's parents and community partners are the silent force behind all that is accomplished. These individuals work hard to make a difference both in school and in the community. Parents and volunteers are

highly visible on the school's campus. The Parent Teacher Organization has donated over one thousand hours of their time to the school, and they have raised over \$50,000 to purchase playground equipment and technology to enhance student learning. Parent/Teacher and Teacher/Student relationships are an integral part of the school's success. Parkview students know that their teachers genuinely care about their well being as well and academic performance. Parkview parents know that once their child/children join the Parkview family there will be frequent communication and opportunities for them to be involved in the learning process. Yes, if these walls could talk, they would be talking loudly and proudly about the Parkview Elementary Family.



## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Louisiana Educational Assessment Program (LEAP 21) was developed in 2006, to measure achievement of Louisiana's students based on state standards and benchmarks. LEAP 21 is designed to measure students' knowledge of reading, mathematics, writing, social studies, and science. LEAP is the large scale, high stakes testing program that includes a Criterion Referenced Test (CRT) administered grades 4 and 8 to ensure that students have adequate knowledge and skills before moving on to the next grade level. iLEAP, an integrated Norm Referenced Test (NRT) and CRT is administered in grades 3, 5, 6, 7, and 9. The tests are administered in each spring semester. The LEAP Alternative Assessment (LAA1 and LAA2) was developed for students with disabilities unable to participate in regular state assessments. Parkview strives to exceed district and state proficiency goals and targets. Yearly school goals include increasing the number of proficient and advanced students in ELA, mathematics, science, and social studies. Scores are reported as a number between 100-500 and an achievement level. Achievement levels: Advanced (superior performance, exceeds state standards), Mastery (competency over challenging subject matter, well prepared for the next grade level), Basic (demonstrates fundamental knowledge and skills), Approaching Basic (partially demonstrates fundamental knowledge and skills), and Unsatisfactory (not able to demonstrate the fundamental knowledge and skills for success in the next grade level). Proficiency is attained if a student scores in the Basic, Mastery and/or Advanced Levels.

LEAP 21 (LEAP, iLEAP, LAA1 and LAA2) Test scores and student attendance are used to determine the School Performance Score (SPS) and Annual Yearly Progress (AYP). Parkview has met and exceeded its SPS for the last five years: 2009- SPS 111.9; 2010- SPS 119.1; 2011- SPS 123.4; 2012- SPS 128.8; 2013- SPS 135.4. Additionally, as determined by the Louisiana Department of Education, of the nine AYP subgroups, all nine have been met over the last five years. Thus, indicating sufficient top gains and stellar performance by Parkview teachers and students. Parkview has earned an "A+" grade.

In 2006, Parkview instituted a standards based assessment software, EduSoft, to collect, analyze, and act on student performance data to improve instruction. EduSoft assessments are administered as pre/post tests for each grade level and then at the culmination of units throughout the school year. Once these tests are scanned, item analysis is used to create intervention groups and drive instruction. Significant gains over the last nine years can be attributed to an increased use of data and implementation of intervention programs to fill learning gaps and build stronger foundations. Weekly team data meetings allow teachers to review data of weekly common formative assessments, benchmark assessments, and anecdotal records to set up intervention groups for at-risk students and RTI tiers.

Examining Spring 2013 grade 4 ELA 83 % proficient compared to state 73 % or district 79%; grade 4 mathematics 89% proficient compared to state and district 71%; grade 3 ELA and math scores surpass both the district and state averages with 89% ELA and 91% mathematics compared to district ELA 59% and Math 66% and state ELA 69% and 71% mathematics; grade 5 results indicate above average proficiency rates as well. Parkview ELA 95%, district 66%, state 72% and mathematics Parkview 95%, district 74%, state 72%.

When analyzing Parkview's ELA testing data over the last five years, certain trends emerge: Proficiency levels at testing grades have been 80% or higher in the last 5 years. Significant gains were shown in 3rd grade with 17% increase from 2008-09 to 2009-10; 4th grade proficiency levels grew to 92% from 83% in 2008 to 2013; 5th grade proficiency increased from 66% in 2008-09 to 95% in 2012-13. Upon closer examination, the percent of students scoring in the Advanced level has grown 0%-11%-19%-20%-28% from 2008-09 to 2012-13 for 4th grade ELA and 8%-5%-15% 18% 24% for 5th grade ELA This is indicative of students attaining a higher level of mastery of reading and writing skills. Beginning in the spring 2013, Louisiana's Assessment Program began transitioning to reflect the rigor of CCSS. For example, grade 4 writing was no longer dependent on students' personal experiences, but shifted to require students to read two passages then compose a multi-paragraph composition where they must cite text based evidence and make connections. This change in testing practices is a cause for the decline of ELA grade 4 results in 2012-13 from 96% to 83%.

Disaggregation of Math data for the last five years, reveals fluctuations. 3rd grade 88%-90-88-89-91; 4th grade 90%-95-88-92-89; and 5th grade 90%-92-79-92-96. Upon further examination, the drop in math scores became a concern. A look for reasons revealed the following contributing factors: the 87% proficient in 2008-09 3rd grade students to the same group as 5th graders with 79% proficient had a high turnover of teachers (3 teachers in one school year), a move away from basic computation towards application of math skills, need for basic fact fluency, deficits with number relations and number operations and the addition of a novice teacher in grade 5. This decline was addressed using research based methods, RTI, Principal's Morning Math, and Kagan Structures. Teachers differentiated instruction in order to meet the varied levels. After the data and skill analysis was used to build gaps from previous years, new trends developed in mathematics with the groups that received consistent intervention and revised teaching: 2010-11 3rd grade 88% grew to 92% during 2011-12 school year (4th grade) and then to 96% 2012-13 (5th grade).

## **2. Using Assessment Results:**

Understanding and monitoring student assessment data is essential for teaching and learning and ensures Parkview Elementary continues to meet regulations mandated by the No Child Left Behind act. The school does an exemplary job of using both formal and informal assessment data to drive curriculum and instruction, and keep families informed about their children's progress and overall school performance. Examples of how data drives instruction include the following instances:

During grade level collaborative planning, Parkview teachers and administration develop and analyze common formative assessments. Teachers utilize data from common formative assessments to generate intervention and enrichment groups. Teachers also incorporate data analysis during vertical planning to help fill in instructional gaps noted from grade-to-grade. During data discussion, the teams also use item analysis to determine specific skills and standards that need re-teaching. Teachers then share effective instructional strategies for these skills to assist colleagues in improving student learning. The teams discuss data weekly, and monitor student progress throughout the units to determine if the instruction is having the intended impact on student learning. While teacher created assessment data is important for monitoring student progress weekly, district wide benchmark assessments are also crucial for gathering data needed for improving instruction for grade levels as a whole. These standardized assessments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), and the Edusoft computer based benchmark assessments. At the beginning of each school year, teachers and administration collaboratively set student learning targets and Specific, Measurable, Attainable, Relevant, and Time (SMART) goals based on data from formal district wide pre-assessments.

Students take benchmark assessments throughout the school year in math, reading, language arts, science, and social studies. Teachers monitor, evaluate, and discuss benchmark assessment data throughout the school year at weekly grade level meetings and monthly school wide faculty meetings. This data informs teachers of student progress in meeting designated learning targets. If any student does not score proficiently on these district wide exams, teachers and staff formulate student specific interventions for each individual learner. All students are re-assessed at the end of the academic school year to determine if and how much growth and progress has been made. The end of the year data also helps educators at Parkview drive content planning and instructional strategies for the next year.

At the beginning of each year the school counselor and school leadership work together to analyze previous standardized test scores for students in fourth grade. This team uses the data to make informed "predictions" of LEAP test outcomes and provides this information to fourth grade teachers. The fourth grade team sends home individualized letters citing predictions and sharing helpful strategies for parents on improving outcomes. In addition Parkview holds an annual meeting for the fourth grade families to discuss education standards and requirements of the LEAP test. Teachers and parents work together to develop a plan for students designed to help children successfully earn a proficient score on the exam. Parkview offers free, after school tutoring for fourth grade students, as well as intervention groups and remedial support for students with specific learning needs based on individual iLEAP assessments results.

Assessment results and data are always reported to the larger community and parents. Through the use of television and print media and the Louisiana Department of Education website, school performance scores and “Report Card” grades are shared with the public. The school and district are compared to state averages and indicates if the school is making sufficient progress or is in danger of becoming a school in decline. Assessment data is shared with parents and families through several different avenues including parent-teacher conferences, Individualized Education Plan meetings, Student Building Level Committee meetings, midterm progress reports, report cards, and progress notes for students with IEPs. School performance scores and data are also shared during the Fall Open House and are displayed on numerous charts and graphs throughout the school and in all classrooms.

Parkview teachers, staff, and administration understand the importance of instructional alignment and using data to drive curriculum planning and instruction. Through grade level planning, vertical planning, and school wide meetings, the faculty continually review, analyze and discuss this data. Each instructional decision is based on accurately understanding the data. Parkview faculty, students and parents value the empowerment that comes from understanding and acting upon student data.

### **3. Sharing Lessons Learned:**

Parkview Elementary has a record for being a leader within the district by providing successful instructional strategies, variety of curricula and Positive Behavior Support and Intervention. Over the last twelve years, Parkview has used the Core Knowledge Sequence to expose students to wide variety of topics surpassing the adopted district and state goals. This effort was achieved through professional development, peer planning (vertically and horizontally) research, and attendance at National Core Knowledge Conferences. Upon returning, teachers train the staff. With the belief of communication, collaboration and respect for colleagues’ opinions, strategy and planning meetings proved beneficial. Each grade level has one sixty minute planning block each week, as well as use of personal time after school, before school, and over holidays.

Parkview’s faculty and administration continues to evolve the collaboration methods to extend to other district and state schools. Professional Learning Communities and Cohort Groups have provided opportunities for teachers to share their gained knowledge with other educators. Parkview regularly welcomes and encourages educators from around the district and state to observe the school’s routines, Kagan structures, strategic planning meetings and implementation of Core Knowledge. Faculty members are certified mentors that assist new educators or those in need or an Intensive Assistance Plan to achieve their potential in the classroom. This is through conferencing, distance learning, webinars, and observations. In conjunction with three local universities, Parkview also mentors Student-Teacher interns (average 6 per year) as they complete requirements for becoming certified teachers. These relationships serve a dual purpose as they also promote and foster learning by the experienced teachers.

In addition, teacher representatives from each grade level have served in leadership roles when writing district curriculum, assessments, textbook adoption and instructional methods. Parkview’s staff has also presented at conferences and professional development opportunities with the school, cohort community, state and national levels. These include National Association for Gifted and Talented, Purdue University Summer Enrichment, Delta Kappa Gamma Professional Educators, and Louisiana Teacher Leaders. Topics presented included developing rubrics, Kagan structures, On Course Systems for Educators, Balanced Literacy, Thinking Maps, Write from the Beginning, and Shared Inquiry. As educators, Parkview continues to learn and grow as professionals in order to meet the needs of all students.

### **4. Engaging Families and Community:**

Parkview Elementary School has implemented a number of strategies designed to successfully engage families and the larger community. The school has created an environment that welcomes parents and fosters a relationship that encourages parents and community stakeholders to raise questions, voice concerns and be a part of the decision making process. This is accomplished through traditional Parent-Teacher Organization meeting and parent-teacher conferences.

The school goes far beyond traditional methods to make families a real part of their child's learning. This includes, but is not limited to grade level simulations of events and celebrations; Open House events open to the community, events specifically designed to bridge the home-school connection, and support of the families in their activities outside of school environment. A few examples of ways we accomplish this is through families participating in Interactive Family Math Night, Medieval Feast, and Poets Café. The school is committed to serving the needs of our children and their families and therefore actively works to accommodate lifestyle, work schedules and various language and cultural needs. For example, school leadership saw a growing need for affordable after school care. As a result, the school designed and implemented a low cost after school homework assistance and enrichment program for students in pre-k through 5th grade. The school also provides a no cost, small group instruction, after school tutoring program for students in accountability grades who are in need of intensive instruction.

The school is proud to have many community volunteers who work with students to improve basic reading skills. The local university doctoral program provides assistance for children who struggle to perform academically due to social and emotional issues. The school has also partnered with local businesses for informal gathering with faculty by hosting Cane's Night and Chuck E. Cheese Night. These businesses have pledged a percentage of their proceeds from ticket sales to our school. The school also holds events for the community such as Art Gallery; designed to showcase the high quality art program and invite the community in to see our diverse program. Parkview Elementary School has built its success on identifying needs and assets early; thereby building a foundation of trust with our families. By acknowledging families as unique and critical resources and by keeping them informed with crucial information such as curriculum, goals, vision, mission and expectations; Parkview continues to produce academically informed, socially responsible, well rounded students.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

At Parkview Elementary, highly qualified teachers and pedagogy is the cornerstone of continued academic success. Marzano's Classroom Instruction models aids in addressing the curriculum needs, and establishes smoothly functioning classrooms as a precursor to excellent instruction and high levels of student engagement. Parkview uses Core Knowledge Sequence, based on the research of Dr. E.D. Hirsch. Additionally, the school also implements Louisiana's Comprehensive Curriculum and the newly adopted Common Core State Standards to address learning standards for our students.

Curriculum models are structured in units, each of which includes: objectives, learning activities, assessments, differentiated instruction, response to intervention strategies, and pacing. Teachers plan curricular sequence to ensure accurate sequence while connecting outcomes to previous and future lessons. Teaching is purposeful. Therefore, established instructional outcomes entail exactly what students will be expected to learn. While implementing a backwards design model, learning outcomes reflect factual knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. Subsequently, teacher collaboration (horizontal and vertical), analysis of data, scholarly journals, and professional development are used to enhance, differentiate, adjust and deliver instruction to meet a variety of ability levels, learning styles, socio-economic and ethnic backgrounds. Making strong interdisciplinary connections throughout the curriculum through projects and assignments are the centerpiece of student engagement. Elements of instruction focus on critical thinking, problem solving, and partner or small group collaboration. Teachers serve as facilitators while students lead rigorous discussions and investigations. Students "work" rather than watch while the teacher works.

English Language Arts curriculum recognizes that students must be exposed to a variety of texts and literature. The school uses a Balanced Literacy and Shared Inquiry approach during a ninety minute block each day. Also incorporated is effective communication, both written and oral, when analyzing texts, responding to text dependent questions and building vocabulary. Programs such as Readers' Theater, Junior Great Books, Thinking Maps, and Write From the Beginning are integrated across the curriculum to meet the needs of each child to make reading and writing purposeful.

Mathematics skills such as problem solving, computation, measurement, and graphing are learned and applied to real life scenarios. Students use manipulatives, calculators, and hands-on investigations to problem solve, write, and apply strategies to mathematical knowledge. Building fluency of basic facts is achieved through the Fast Math computer software.

Science instruction is a balance of inquiry investigations and text based exposure. Teachers create opportunities for students to apply the scientific method to hypothesize, investigate, observe and draw conclusions from their lab experience. At the end of the school term, students have created a Learning Log Notebook complete with diagrams, charts, exit ticket responses and observations.

Social Studies content is addressed through an integration of nonfiction and historical fiction texts, simulations, project based learning, fieldtrips, and guest speakers. Simulations create opportunities for students to experience the reality of a specific time in history and gain meaning. A favorite simulation occurs when fourth graders are studying the Renaissance and Medieval Times. The school auditorium transforms into the Great Hall of a castle, and students become members of this time period as they are transported back in time.

Ancillary programs such as physical education, French and music allow specialized teachers and the students to delve further into other cultures, history, and the importance of health and exercise. French classes teach basic French communication and expose students to the French-Creole culture of Louisiana. Parkview's yearly musical and theater program showcases students' musical and acting abilities, along with providing production and direction experiences. Parkview stresses the importance of health and exercise through the President's Physical Fitness Challenge, establishing a Fitness Team to compete with other schools and an Intramural Sports League.

Almost one-third of classrooms are equipped with SMART/ACTIV Boards. All classes have a digital projector, document camera, and at least five desktop computers. Class sets of IPADS are also available for use. Classroom technology is used to supplement lessons through online videos from Discovery Streaming or BrainPop, and software such as Renaissance Place, FAST Math, and Kid Biz Achieve 3000.

## **2. Reading/English:**

The reading curriculum is designed to teach, improve, enrich, and inspire reading across all subjects and all grade levels. In conjunction with Louisiana's Comprehensive Curriculum, Core Knowledge Sequence and Transition Common Core State Standards (CCSS), the school emphasizes analysis and close reading of complex and quality texts.

Reading is often taught as a shared experience, involving student-driven debate and discussion of literature through read-alouds, Shared Inquiry, guided reading and literature circles. Students are able to read and respond to texts while building upon one another's ideas and understandings.

Students read and analyze text formats that include novels, poetry, periodicals, dramas, primary sources (ie significant historical speeches and documents), and reference sources. Students use KidBiz3000 website to read and respond to nonfiction articles written on individual reading levels. The Core Knowledge program exposes students to classic literature and poetry.

Renaissance Place: Accelerated Reader (AR) provides frequent opportunities for independent reading. AR was selected due to multiple reading choice and easy accurate monitoring of reading comprehension. All students participate in AR. Each grade sets goals and expectations for its students. Incentives are provided to encourage student performance. The Star Reading program assesses, determines, and monitors progress of student reading levels to help students select appropriate books that will provide the reading practice needed for growth in reading abilities.

To ensure a strong foundation in English Language Arts; reading, writing, vocabulary, phonemic awareness, phonics, and fluency are integrated at all grade levels and are developed through teacher modeling, student collaboration, and independent application. For example, to develop print concepts in Kindergarten, teachers model through shared reading and interactive writing, allow students to collaborate through partner writing and choral reading, and independently apply these skills in centers such as a letter/word play center or an environmental print center. Upper grades develop fluency through activities such as echo reading, Reader's Theater, and independent reading. Teachers utilize leveled texts to develop students at their instructional level and move them to grade level. Volunteers from the Everybody Reads program visit Parkview weekly to read with students in Kindergarten through third grades.

Reading instructional methods were selected to provide students with a well-rounded and strong foundation in literacy that is consistent from grade to grade. Shared Inquiry and Core Knowledge programs were chosen to enrich the knowledge and learning experiences of students. Statewide implementation of CCSS supports teachers in providing meaningful reading experiences with complex texts.

## **3. Mathematics:**

As education increases in rigor and relevance, instructional teams at Parkview Elementary are also evolving methods of instruction. The Louisiana Transitional Curriculum is designed to provide students with the rigorous learning opportunities that foster critical thinking and reasoning skills. Teachers provide meaningful, high-quality learning experiences that break the mold of "traditional" mathematics instruction. The result is an arduous, yet fulfilling, curriculum which meets each student's needs, pushing each to their next level and beyond.

The school utilizes numerous resources to ensure students are developing a conceptual understanding of mathematics, as well as fluency and reasoning. At the core of the program are eight mathematical practices used to develop proficiency. Students are presented with scaffold tasks that allow them to explore and engage in mathematics, and evaluate their reasoning. Furthermore, students are encouraged to move from concrete ideas to abstract thinking. In order to foster meaningful mathematical discussions in the classroom, encourage student reasoning and student debate, teachers incorporate Kagan methods, with a variety of student-centered activities and cooperative learning techniques. In order to reinforce mathematical concepts and further enhance instruction, the school uses Every Day Counts and Mrs. Parks' Morning Math. Technology (including computers and iPads), are integrated into instruction for students to further recognize these concepts. Thus, students are immersed in multiple learning styles to maximize comprehension.

The school strives to meet the needs of all learners, at all levels. In order to drive instruction and maximize student proficiency, teachers provide daily feedback coupled with continuous monitoring and assessment. This pairing also allows teachers to quickly and accurately identify students in need more intensive guidance. Those students are given the opportunity to build understanding through the use of manipulatives. This hands on approach, done in small, cooperative learning groups, leads to development of abstract concepts. Additionally, the school pushes students already above the proficiency level to go deeper and investigate further. Student centered activities incorporated into their daily instruction include Mentoring Mathematical Minds (M3), Investigations, Singapore, and Saxon Math. The school chose M3 because of its design to motivate and address the needs of mathematically talented students. Saxon was chosen because of its design to support long term mastery and application, systematic instruction, practice and assessment for all levels of learners. Investigations was chosen as a K-5 mathematics curriculum to help all children understand fundamental ideas of number operations, geometry, data, measurement and early algebra. Some aspects of Singapore Math were chosen because it aids in meeting all needs for problem solving. Through the use of modified daily instruction and elevated expectations for all students, Parkview Elementary continues to amplify student proficiency and develop life-long learners.

#### **4. Additional Curriculum Area:**

Parkview Elementary has abundant performing arts opportunities for students. All performances are open to family and community members and foster community engagement. Fourth grade teachers encourage students to create in the Poets' Café: a student-written and student-run production of original poetry and music. Teachers organize a mock trial of *Bones* each October, which is performed in a real courtroom in front of a judge. Classroom teachers across every grade incorporate readers' theatre plays to coincide with events from the social studies curriculum. The Parkview Panther Choir performs frequently throughout the year. The school employs a full-time music teacher and itinerant talented theatre and visual art teachers.

Each spring, auditions are held for the annual spring musical. All third, fourth, and fifth graders are invited to audition. Previous shows include Disney's *101 Dalmatians* and *Aladdin*. Following auditions, students are selected as either performers or technical crew. The performers spend rehearsal learning music, choreography, lines of dialogue, and onstage focus, while technical crew members paint and move scenery, operate the curtain, maintain costumes and props, and run the light board and sound board. Students participate in eight rigorous weeks of after-school rehearsals (3:40 – 5:30), where performers and crew learn to work cooperatively. Multiple teachers and staff contribute to the show by facilitating rehearsals, monitoring student progress and products, and checking for understanding and learning.

During the entire creative process, students work within the knowledge and comprehension levels of Bloom's Taxonomy. The students begin by dissecting the script and analyze unfamiliar words and phrases. Students discuss each playwright's purpose and compare/contrast the script with other theatrical works. Performers then construct their own characters, choosing character voices, walks, and personalities. Students make inferences to determine what happens in the subtext and within the characters' minds. Following the production run, students utilize the sixth level of Bloom's to analyze and critique their show. Students discuss and justify what worked, where they could improve, and brainstorm what they would do differently if they had another performance opportunity.

All performance opportunities at Parkview promote cooperative teaching/learning and empathy for others. Teachers and parents recognize the impact these activities have on increasing verbal and nonverbal communication skills as well as reading comprehension and fluency. Based on interest and high-quality performances, it is evident that students, teachers, parents, and the community benefit greatly from the extracurricular programs offered at Parkview Elementary.

Parkview's Pre-K program focuses on the core subjects as well as cognitive, social and emotional development of each child. The school uses Common Core Standards in all subjects and enriches the curriculum with Core Knowledge Skills. Core Knowledge provides the use of developmentally appropriate practices through scaffolding for a cumulative and coherent progression of knowledge of skills in all developmental areas. Our program provides building blocks for each child to develop goal level standards and their component skills. By using this approach the school is able to create experiences that meet the individual needs of each student at their developmental level. The pre-k team works with all grade level teachers to better prepare our students for success throughout their elementary journey. For example, the team identifies vocabulary from across all subjects and grade levels in order to provide early exposure and language development at the early stages of learning. The pre-k team reviews formal testing data from kindergarten to fifth grade. In doing so, the team can begin to identify patterns in areas of need and introduce prerequisite skills as needed. Looking beyond traditional indicators of the impact of early education school readiness and success in the primary grades, the team goes deeper to examine each child's tools and skill sets for learning. The team works extensively with parents to create a partnership that encourages participation in their child's learning. The team works closely with parents to design hands-on learning experiences they can share with their child. In order to continuously improve outcomes for children, the pre-k staff networks with teachers throughout the district, attends high quality relevant professional development opportunities, and collaborates with peers serving on committees at the district level committees. On-going progress monitoring and high expectation by experienced staff and committed parents continue to positively impact the academic achievement of Parkview's Pre-K students.

## **5. Instructional Methods:**

Teachers utilize a variety of instructional strategies designed to ensure success for all students. Instruction is student-centered and student-driven, allowing the children to experience learning through Kagan cooperative learning, group investigations, and Shared Inquiry discussions and debates. Teachers use essential questions and "I can" statements to make students aware of the learning objectives and expectations. Numerous presentation modes, including think-alouds, PowerPoint presentations, texts, videos, and interactive learning provide experiences that are engaging and fulfilling. Instruction is fluid and not confined to the classroom. Students experience learning on the playground and field trips, in the auditorium, at the outdoor classroom. Art is integrated into the curriculum across all grade levels. Student simulations across grade levels include Medieval Feast, Roman Day, Johnny Appleseed Day, Chinese Festival, mock trial, and wax museum of heroes. Student learning is enriched and strengthened through classic music, art, traditional literature, and history.

Instruction is data-driven. Assessment and progress monitoring are used to assess student needs and identify at-risk students. A balance of whole-class, small-group, and individual instruction is incorporated in the learning design. Instruction, assignments, and assessments are modified to meet the needs of students who are above and below-level.

Students identified 'at-risk' are evaluated by a School Building Level Committee (SBLC). The SBLC designs an individual plan to facilitate learning for each student. Instruction for struggling students is adapted through Response to Intervention (RTI), and provision of Tier 2 or Tier 3 interventions. Progress is monitored through assessment to determine ongoing instructional needs.

Modeling and explicit teaching are integral components of instructional design. Hands-on experiences, modified assignments, and re-teaching ensures learning occurs for all students. Materials such as bilingual dictionaries, printed copies of notes or slideshows, manipulatives, visual aids, and audio books are provided for students in need of additional support. If needed, learning materials and assignments in a student's native



language are provided for English Language Learners. A translation app on iPads facilitates communication with non-English-speaking students. Students who need help learning to manage attention, behavior, or work habits receive individualized interventions and appropriate accommodations that address specific needs. Parkview partners with local universities to house student interns. These interns bring new ideas, improve student-teacher ratio in the classrooms, provide additional support for students, and engage in co-teaching with classroom teachers. Instruction includes a variety of technology. Teaching methods depend and change based on the daily and yearly needs of students.

## **6. Professional Development:**

The East Baton Rouge Parish School District and Parkview Elementary's leadership team encourage and support the professional growth of the entire faculty. Faculty and staff at Parkview Elementary are eager learners who participate in professional growth and development throughout the year. Many district, state, and national conferences, seminars and classes are attended by faculty and staff members. Professional development needs are based on district and state initiatives, student data, interest, and teacher observations. Professional development is used to further teacher and staff knowledge on current and relevant practices that benefit teaching effectiveness which in turn impact student learning and growth. Over the past several years, the school has seen growth in the school performance scores, iLEAP and LEAP scores as a result of the staff and faculty's dedication to being lifelong learners.

Teachers and administrators meet one hour per week at grade level meetings to analyze data, set goals, discuss best teaching practices, and share strengths and weaknesses. Teachers participate in trainings during the school year and in summer on various topics, including some of which are, Marzano's Classroom Instruction, Thinking Maps, Write From the Beginning, Kagan strategies, and Junior Great Books. Many summer institutes and follow-up trainings have focused on unpacking the reading and math Common Core standards and strategies to use in the classroom to ensure student success. Administrators at Parkview encourage teachers to attend trainings and classes that will further increase student interest, motivation, and achievement. Teachers who attend trainings re-teach pertinent information to the rest of the faculty through grade level meetings and monthly faculty meetings. Administrators also encourage peer mentoring by having teachers meet across grade levels to discuss and model best instruction practices.

One example of how district and school's professional development activities are aligned with academic standards and support student achievement and school improvement occurred when Parkview's Trainer of Teachers attended a district in-service on unpacking and writing constructive responses. Following the district in-service, the Trainer of Teachers leader redelivered the information during faculty and grade level meetings. Discussions during these meetings led to a deeper understanding of writing standards throughout grade levels and revealed how grade level's instruction builds upon each other.

It is evident that through the dedication to continue participating in professional development and applying the learning acquired there that Parkview teachers are empowered to work collaboratively ensuring students are always interested, motivated, and expected to achieve.

## **7. School Leadership**

"We are what we repeatedly do, excellence, therefore, is not an act, but a habit" (Aristotle). This quote depicts the philosophy of Parkview's leadership team. The leadership team is comprised of the principal and assistant principal. However, all staff members are also invited to participate in the decision making process. The leadership team has an "open door" policy which gives teachers, students, and parents access to discuss data, instructional strategies, and any other concerns.

The principal has been a member of the Parkview family for sixteen years. She has served as a classroom teacher, Reading Coach, interventionist, and Academic Dean. The principal's past experiences and unwavering dedication to the Parkview community has taken the school to greater heights over the last four years.

One of the principal's goals is to develop teacher leaders throughout the campus. Teachers determine topics presented at faculty in-services based on instructional needs. Teachers also facilitate the meetings. Grade level chairpersons meet monthly with the principal and assistant principal to design strategies that will lead to increase student achievement. Grade level teams meet weekly to review student data and determine instructional strategies for intervention and enrichment. Funds are allocated for substitute teachers at the beginning of each school year and at midyear to enable classroom teachers and the leadership team to perform an in-depth analysis of each student's academic strengths and weaknesses and develop an individual plan for each student. Having needed resources is not an issue for teachers or students. Funds are equitably distributed to ensure teachers have the necessary materials to positively impact student learning.

The leadership team deeply values parental involvement and encourages parents to be active participants in the education of their children. Parent volunteers are always welcomed on the school's campus. A parent representative serves on the Positive Behavior Intervention Support (PBIS) team and the School Improvement Team (SIT). Each grade level hosts an activity that parents are invited to assist with such as the Chinese Festival, Thanksgiving Feast, and Greek Day.

All one has to do is spend a little time on the campus of Parkview Elementary and it is impossible not to feel the sense of community and family found among the faculty and staff. All of Parkview's team members; from the faculty, secretary, clerk, and custodial staff support the administration's expectation of going above and beyond to ensure that all students achieve maximum success.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** Data Recognition Corporation

**Test:** iLEAP

**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	91	89	88	90	87
% Advanced	25	40	25	33	14
Number of students tested	89	75	88	73	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	90	85	93	93	80
% Advanced	17	24	25	15	8
Number of students tested	53	41	52	40	51
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	66	67	64	83	83
% Advanced	0	17	13	0	17
Number of students tested	6	6	8	6	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	80	58	100	100	100
% Advanced	0	0	0	0	50
Number of students tested	5	7	5	2	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	0	99	83	100
% Advanced	20	0	14	17	100
Number of students tested	5	3	7	6	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced	86	84	77	84	82
% Advanced	10	19	57	9	8
Number of students tested	42	26	43	32	38
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	99	100	0
% Advanced	64	40	45	43	0
Number of students tested	11	10	11	7	0
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	93	97	97	97	90
% Advanced	30	58	54	61	15
Number of students tested	27	36	26	28	33
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	100	0	100		
% Advanced	33	0	0		
Number of students tested	3	0	1		
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 4

**Publisher:** Data Recognition Corporation

**Test:** LEAP

**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	92	88	95	90
% Advanced	34	30	25	25	4
Number of students tested	82	84	88	73	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	0	2	3
% of students tested with alternative assessment	4	1	0	2	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	85	90	80	86	86
% Advanced	21	18	16	11	0
Number of students tested	47	50	50	45	49
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	40	50	64	85	100
% Advanced	0	0	13	14	0
Number of students tested	5	2	8	7	8
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	50	100	100	0	100
% Advanced	0	50	0	0	0
Number of students tested	4	4	5	0	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	67	100	99	100	100
% Advanced	0	33	19	0	0
Number of students tested	3	3	7	1	3
<b>5. African- American Students</b>					
% Proficient plus % Advanced	85	82	77	87	84
% Advanced	15	13	5	11	2
Number of students tested	34	39	43	45	45
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	99	100	100
% Advanced	55	67	45	74	0
Number of students tested	11	9	11	4	1
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	100	100
% Advanced	0	0	0	100	0

Number of students tested	0	0	0	1	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	100	100
% Advanced	0	0	0	100	0
Number of students tested	0	0	0	1	1
<b>9. White Students</b>					
% Proficient plus % Advanced	91	100	97	99	84
% Advanced	50	36	54	32	8
Number of students tested	34	28	26	22	26
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	100	100	0	
% Advanced	0	60	0	0	
Number of students tested	0	5	1	0	
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 5

**Publisher:** Data Recognition Corporation

**Test:** iLEAP

**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	96	92	79	92	90
% Advanced	28	28	23	13	22
Number of students tested	80	83	73	76	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	93	88	77	90	86
% Advanced	19	23	11	10	21
Number of students tested	47	48	47	39	43
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	67	75	40	50	83
% Advanced	0	25	0	0	0
Number of students tested	3	4	5	4	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	100	50	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	2	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	100	50	75	0
% Advanced	33	20	0	25	0
Number of students tested	3	5	2	4	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	96	82	68	95	84
% Advanced	15	8	3	8	15
Number of students tested	41	38	39	39	33
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	57	55	71	0	25
Number of students tested	7	11	7	3	4
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	100	100
% Advanced	0	0	0	100	100

Number of students tested	0	0	0	1	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	91	99	95	89	93
% Advanced	33	46	52	17	26
Number of students tested	24	28	21	29	27
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	100	100	100		
% Advanced	60	0	0		
Number of students tested	5	1	4		
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**



# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**All Students Tested/Grade:** 3

**Publisher:** Data Recognition Corporation

**Test:** iLEAP

**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	88	81	93	89	72
% Advanced	11	21	19	11	3
Number of students tested	89	75	88	73	202
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	83	74	85	86	63
% Advanced	6	10	10	5	0
Number of students tested	53	41	52	40	51
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	17	34	88	50	50
% Advanced	0	0	0	17	0
Number of students tested	6	6	8	6	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	80	57	100	100	100
% Advanced	0	0	20	0	0
Number of students tested	5	7	5	2	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	0	100	100	100
% Advanced	100	0	100	100	100
Number of students tested	5	3	7	6	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced	82	69	85	78	66
% Advanced	5	3	2	0	0
Number of students tested	42	26	43	32	38
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	90	99	99	0
% Advanced	18	20	36	14	0
Number of students tested	11	10	11	7	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	97	95	99	96	72
% Advanced	19	36	42	21	6
Number of students tested	27	36	26	28	33
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	67	0	100		
% Advanced	0	3	1		
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**All Students Tested/Grade:** 4

**Publisher:** Data Recognition Corporation

**Test:** LEAP

**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	83	96	93	92	98
% Advanced	28	20	19	11	0
Number of students tested	82	84	88	73	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	0	2	3
% of students tested with alternative assessment	4	1	0	2	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	74	94	90	87	96
% Advanced	15	12	8	7	0
Number of students tested	47	50	50	45	49
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	60	100	88	71	100
% Advanced	0	0	0	0	0
Number of students tested	5	2	8	7	2
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	50	100	100	0	100
% Advanced	0	0	20	0	0
Number of students tested	4	4	5	0	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	66	100	100	100	100
% Advanced	0	33	14	0	100
Number of students tested	34	39	43	45	45
<b>5. African- American Students</b>					
% Proficient plus % Advanced	71	95	85	89	96
% Advanced	27	5	2	4	0
Number of students tested	34	39	43	45	45
<b>6. Asian Students</b>					
% Proficient plus % Advanced	99	100	99	75	100
% Advanced	27	44	36	25	0
Number of students tested	11	9	11	4	1
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	100	100
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	1	2
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	100
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	1
<b>9. White Students</b>					
% Proficient plus % Advanced	91	96	99	100	100
% Advanced	47	25	42	23	0
Number of students tested	34	28	26	22	26
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	100	100	0	
% Advanced	0	60	0	0	
Number of students tested	0	5	1	0	
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**All Students Tested/Grade:** 5

**Publisher:** Data Recognition Corporation

**Test:** iLEAP

**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	95	88	80	88	66
% Advanced	24	18	15	5	8
Number of students tested	79	83	73	76	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	96	81	75	84	89
% Advanced	17	8	4	5	9
Number of students tested	47	48	47	39	43
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	67	75	40	50	83
% Advanced	0	0	0	0	0
Number of students tested	3	4	5	4	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	100	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	2	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	100	100	100	0
% Advanced	33	20	0	0	0
Number of students tested	3	5	2	4	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	90	79	67	90	85
% Advanced	17	0	3	5	9
Number of students tested	41	38	39	39	33
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	43	36	43	0	25
Number of students tested	7	11	7	3	4
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	100	100
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	1	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	93	95	83	96
% Advanced	26	36	33	7	4
Number of students tested	23	28	21	29	27
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	100	100	75		
% Advanced	40	0	0		
Number of students tested	5	1	4		
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**